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ABSTRACT

This document contains five chapters. The first chapter is entitled "The Need for Self-Evaluation." It explains why teacher self-evaluation is necessary and outlines the basic assumptions underlying teacher self-appraisal. Chapter two looks at the value of videotape recorders in providing an objective, neutral record of teaching. Chapter three examines the use of codes--systems used to view classroom behavior from different points of view. This chapter also describes the Roberson Self-Appraisal System. Chapter four describes three programs using videotape. The first is a video inservice program; the second, interaction analysis adapted to videotape; and the third, student teacher self-evaluation. Chapter five presents the summary and conclusions. It stresses the need for a nonthreatening situation for self-evaluation (which videotaping can provide), and a desire on the part of the teacher for improvement. (PB)

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# THE USE OF THE VIDEOTAPE RECORDER IN TEACHER SELF-EVALUATION

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## Chapter 1

## THE NEED FOR SELF-EVALUATION

"Know thyself." So said Socrates centuries ago. Here, perhaps, lies the foundation of the concept of teacher self-evaluation. The typical teacher evaluation results from numerous observations or visitations by superiors with suggestions for improvement and constructive ideas for the betterment of one's teaching efficiency. While there is no one answer to the questions of what good teaching is and who should evaluate teaching behavior, most teachers agree that they must judge their own teaching effectiveness.[1]

Improvement in teaching does not come automatically, and the teacher who continues year after year after year to rely almost totally on what he learned in his undergraduate teacher training is bound to fall farther and farther behind from a professional standpoint. Good teaching demands continuous attention to problems of teacher self-evaluation and its goal--teacher self-improvement. Teaching experience alone does not guarantee improvement. Simpson states that

> Self-evaluation can form the basis for rational change and can help the instructor to systematically allocate a reasonable amount of time and effort for self-improvement in the areas where he believes changes are likely to be most profitable.[2]

The focus of attention should be upon the central role of the teacher and his behavior. The Educational Policies Commission recognizes this and in 1960 stated, "The teacher, more than any other factor, determines the quality of elementary education."[3] Teacher self-evaluation can become the backbone of any continuing in-service program. No matter what new knowledge, skills, curriculum developments, or organizational arrangements are created in an in-service program, that which happens in the classroom is the crucial matter.

Much has been written about dropout problems with students; however, not much attention has been given to the high dropout rate among teachers each year. Estimates indicate that "...the schools lose over 10 per cent of their teachers each year through turnover."[4] There are many reasons why teachers quit teaching, of course, but no doubt one of the most important of these is the lack of continuing satisfaction with classroom experiences. For example, a nationwide survey of teacher turnover reports that "...higher-paying suburban school districts have as much turnover as rural areas where salaries are traditionally lower."[5] The researchers continue, saying that "...dissatisfaction with the school system was first among causes of turnover. Salary alone does not hold teachers."[6] A constructive way to combat teacher turnover and teacher dropouts is to develop a systematic self-evaluation system which can make teaching a challenging and exciting experience rather than a boring routine.

Self-evaluation can help the teacher avoid the boring rut and dull routine that finally becomes so stifling that he feels he must escape it altogether. "This over 90 per cent apparently do over a ten-year period."[7]

Challenges to Teachers

Three primary challenges face teachers today with increasing urgency. These challenges are directly related to the knowledge explosion, to the changing needs of the students, and to the increased research in sociology, psychology, and related fields which is relevant to teaching and to learning.

The tremendous increase in knowledge represents the first challenge to the teacher today. In most subject areas, knowledge is expanding at a phenomenal rate. To keep even reasonably up to date in his subject matter fields, the teacher must continue to grow.

A second challenge centers around the changing educational needs of the students. Not only is more education demanded in today's world, but also different kinds of education are needed if the real challenge is to be met.

A third challenge is presented in the rapidly increasing amount of educational research which can help the teacher do a better job if he will just become acquainted with it.[8]

New Roles for School Personnel

The process of self-evaluation makes the teacher the center of attention. The teacher is the expert consultant in

improving instruction--his own instruction. The beginning of this process occurs when the teacher himself decides to learn as much about himself as he can. Help comes in the form of supervisor or administrator participating with the teacher. Together they need to develop a threat-free situation. It is under these circumstances that there is the greatest chance for changes in behavior. Going along with the need for a threat-free situation is the concept that the participation of teachers in a program of self-evaluation must be totally voluntary. Freedom of choice to enter and to leave this program must be an absolute guarantee for every teacher. Teacher self-evaluation usually begins with a few teachers in one school. However, the idea can be contagious and is likely to sweep through a school or a school system like an epidemic. Most teachers, when provided professional autonomy and mutual trust, respond enthusiastically.[9]

Assumptions Underlying Teacher Self-Evaluation

There are five basic assumptions underlying teacher self-appraisal. The first is that "Teaching is more than mental processes, more than thinking. Basically it involves human interaction--where learning is the objective."[10] The main influence of the teacher in the classroom occurs in his interaction with students. The attitudes of the teacher, and those of the students, affect every interaction between them.

"The chance for teaching to improve only when the teacher behaves differently."[11] Changes in such external factors as the curriculum, teaching schedules, or building

designs do not necessarily result in improvement in instruction. The only direct control a teacher has is over his own behavior; therefore, this is the only part of the classroom interaction which he can alter on a moment's notice.

The third premise on which self-evaluation must be based is that teaching is not a single pattern of behavior, nor can it be. Each teacher, therefore, should be free to develop his own style of teaching.[12] In spite of all the research done to sort out the characteristics of successful teaching, no model of a "successful teacher" has ever been developed. "What seems to stand out in this failure to define common factors is the conclusion that a good teacher is primarily a unique personality."[13]

A person's behavior is initiated primarily from within. He selects from an infinite variety of external stimuli those signals he wants to pay attention to. He then chooses from a series of behaviors one which satisfies some personal goal. He does not change his behavior on command from someone else. He changes it when he sees the need for change.[14]

The final point on which self-evaluation is based is that "Teaching behavior most readily changes when the teacher is provided objective data of his own teaching."[15] This raises the question of how teachers can obtain objective data regarding their teaching behavior. Videotape recorders make complete records of all our behavior; the sounds and images are recorded on tape. At any time after recording our behavior, we can play it back to compare our actions with our intentions. In addition, we can study the results in light of our objectives.[16]

## Chapter 2

## VALUES OF VIDEOTAPE RECORDERS IN SELF-APPRAISAL

There are two basic problems involved in self-appraisal: (1) the inability of the teacher to see and hear himself as others do, except vicariously through the reports of others, and (2) the inability to recapture except through verbal vicarious recall what the teacher actually did and said and looked like when it actually happened.[17] An invaluable asset in education is the individual teacher's awareness of his own shortcomings as a teacher so that he will be ever-challenged in trying to improve his teacher effectiveness. Videotaping can provide the teacher with the knowledge of his own strengths and weaknesses.

The systematic use of the videotape recorder is a relatively recent development. Only lately has the videotape recorder been introduced into educational circles for the purpose of training teachers and teacher self-appraisal.

Mueller believes that it is absolutely vital for teachers to engage in the process of self-evaluation. He says: "The videotape, if available, is an excellent tool in aiding the teacher...."[18] He goes on to say that an important aspect of such a process is that teachers no longer fear being evaluated. One or two visits by a principal put the teacher on edge. However, with an evaluative process that includes

the teacher, nervousness rapidly diminishes. Here again is the factor of the threat-free situation.

The sight-sound medium of the videotape recorder can fulfill an objective eavesdropping function without the intrusive presence of a physical observer. The camera may roam at will, provide close-up views of students' and teacher's faces and activities to an extent quite impossible in in-person viewing.

The development of the videotape recorder has added a major new dimension to the methodology of teaching. For the first time, teachers can see immediately how they have performed. They cannot only see results at once, but can also practice a given skill repeatedly until it is perfected. Videotape not only aids a teacher in the classroom, but also stimulates him to research various teaching strategies, to plan carefully, and to review his objectives. Videotape recording eliminates the fallibility of human recall of remembered observation or the limitation in numbers restricted by the logistics of live observation.[19]

The videotape recorder is the ideal instrument for self-evaluation. According to Allen,

> This equipment can provide us with an objective, thoroughly neutral, record of our teaching. If we request video taping of our classroom, we can concentrate on our interaction with students while the taping goes on. There is no particular constraint to our senses, because no special patterns, no exact details, need be remembered. The recorder goes right on with its electronic job.[20]

Later the teacher will view this taped recording from some quite distinct viewpoints.

Videotape is not time-bound; it captures for the life of the recording what in the in-person or live observation happens but once and is forever lost except in highly fallible human recall. The portable videotape recorder has the capability to store for future use, or to instantly play back information in both picture and sound, and then to erase this information and be ready to record again.

Any plan of teacher self-evaluation is really a type of continuing in-service program. Nearly all programs of teacher self-appraisal will include the following steps:

1. The teacher requests a recording of his classroom interaction. This recording becomes the personal property of the teacher. It will not be shown to anyone without written consent of the teacher.

2. The teacher views his tape at his convenience. He can observe or compare such things as classroom interaction, classroom climate, mental and emotional phases of the teaching-learning process, verbal and non-verbal expression, teacher intention and action, and objectives and results.

3. The teacher chooses an existing code or combination of codes and trains himself to analyze his tape using this code.

4. Ultimately, the teacher develops his own code to use in analyzing his tapes.[21]

In viewing our videotapes, it is important to remember that our perceptions are selective. We tend to see and hear that which we are looking for--ignoring most other things.

Each teacher has a perception or point of view concerning the happenings in his own classroom.

## Chapter 3

## CODING OF VIDEOTAPES

In studying videotapes of his teaching behavior, a teacher has many choices in determining the points of view he wishes to use. With videotape, he has a completely objective record of what has occurred--which allows him to look at the same episode again and again, each time from a different point of view. Various systems, usually referred to as codes, have been developed by investigators to use in viewing our classroom behavior from different points of view.

### Uses of Codes

Codes are useful in analyzing videotape recordings in the following ways:

1. Codes limit observation and focus attention on selected sounds and actions in the classroom.

2. The definitions for each of the categories in a code help in sorting out and categorizing behavior.

3. Codes permit us to describe and analyze selected portions of our teaching behavior.

4. Codes allow us to communicate about teaching in a common language.[22]

Figure 1 is an example of a code which a teacher may use in analyzing his videotape recording.

**Figure 1**

| TEACHER CODE | | | |
|---|---|---|---|
| | Categories | Tally | Total |
| VERBAL | 1. Teacher Talks | | |
| | 2. Student Talks | | |
| | 3. Silence | | |
| FACIAL | 4. Teacher Smiles | | |
| | 5. Teacher Frowns | | |
| | 6. Neutral Expressions | | |
| METHOD | 7. Lectures | | |
| | 8. Questions | | |
| | 9. Directs | | |

Source: Paul M. Allen et al., Teacher Self-Appraisal: A Way of Looking Over Your Own Shoulder. Worthington, Ohio: Charles A. Jones Publishing Company, 1970.

Rebersen Teacher Self-Appraisal System

The Rebersen Teacher Self-Appraisal System is a recently developed code which has been created especially for teachers to use in self-appraisal. The Rebersen Code is comprised of three major categories: Objectives, Methods and Expressions.

"Objectives are the expectations of teachers regarding student behavior--following teaching experiences."[22] In short, as a result of the interactive process called teaching, we expect students to behave differently--thus the term "behavioral objectives." This part of the Rebersen Code is divided into two parts: Cognitive Objectives and Affective Objectives. The cognitive half sensitizes the teacher to look for the level of intellectual activity he expects of the students. The affective half sensitizes the teacher to look for the level of feeling or emotion he expected of the students.

The second category of the Rebersen Code is Methods. Methods are the teaching behaviors employed by teachers in the classroom--behaviors which are selected by the teacher to serve in reaching a teaching objective. This part of the code also has two major parts: Open Methods and Closed Methods. Open methods allow the teacher to look for patterns of student-teacher involvement--where processes are more important than products. Closed methods sensitize the teacher to look for patterns of exposing students to existing knowledge.

The third dimension of the Rebersen Code is Teacher Expressions, verbal and non-verbal. Expressions provide for

the teacher the opportunity to watch for statements or facial expressions, gestures, body movements, and voice tones which encourage or inhibit a student.

The values of the Robertson Code are many:

1. It permits a teacher to observe and record the levels of intellectual and emotional objectives with which he operates in the classroom.

2. It permits a teacher to observe and consider to what degree his methods are useful in promoting student mastery of well-established knowledge, or the degree to which his methods promote interaction and the participation of students and teachers in a spirit of inquiry.

3. It permits a teacher to observe and consider his verbal and non-verbal messages to the students--messages which operate to determine the kinds of relationships that develop between the teacher and the students.

4. It provides teachers with a common language with which to discuss their teaching objectives, methods and expressions with each other.

5. It permits teachers to consider the possibilities for experimentation in new areas of teacher objectives, methods, and expressions.[23]

Figure 2 gives a brief summary of the Robertson Code and its divisions and sub-divisions.

Figure 2

THE ROBERSON CODE

| OBJECTIVES | |
|---|---|
| COGNITIVE | Knowledge—student to *recall* specific information.<br>Comprehension—student to *interpret* information.<br>Application—student to *use* abstractions in new situations.<br>Analysis—student to *separate* a complex whole into its parts.<br>Synthesis—student to *combine* elements to form an original entity.<br>Evaluation—student must choose from alternatives in making a judgment. |
| AFFECTIVE | Receive—student *to be aware* of certain information.<br>Respond—student *to do something* about information or idea.<br>Value—student *to see worth* of information or idea. |

| METHODS | |
|---|---|
| CLOSED | Information Giving—to lecture, ask questions, demonstrate, or give directions.<br>Mastery—to utilize drill or practice.<br>Problem Solving—only one answer throughout process. |
| OPEN | Clarification—student to express his own opinions and perceptions.<br>Inquiry—focus on process rather than solution.<br>Dialogue—emphasis on exploration, no student response rejected or criticized. |

| EXPRESSIONS | |
|---|---|
| VERBAL | Inhibiting—words of reprimand, threat, and accusation.<br>Routine—words which are neither encouraging nor inhibiting.<br>Encouraging—words of praise, recognition, and commendation. |
| NON-VERBAL | Routine—gestures or acts which neither encourage nor inhibit.<br>Inhibiting—gestures which ignore or show strong disapproval.<br>Encouraging—gestures implying support, approval, or encouragement. |

Source: Paul M. Allen et al., Teacher Self-Appraisal: A Way of Looking Over Your Own Shoulder. Worthington, Ohio: Charles A. Jones Publishing Company, 1970, p. 62.

## Chapter 4

## THREE PROGRAMS USING VIDEOTAPE

### Video Inservice Program

The Video Inservice Program, a systems approach to improvement of instruction and staff development, is a vehicle which can be used by schools to effectively accomplish their inservice educational objectives. This program assumes that the teacher is a Very Important Person in the success of the educational program in the school; consequently, improvement of instruction focuses on the teaching staff. A vital factor in the Video Inservice Program is that all teachers involved in the program must have a sincere desire for self-improvement. The objectives of the program are twofold: (1) the teacher will identify a target behavior and (2) the teacher will modify this target behavior.

The Video Inservice Program is based on the following assumptions:

1. Teachers cannot be conceived as simply an act of cognition, but must be viewed more basically as interaction with other human beings in a situation designed for learning.

2. A teacher who desires to improve instruction must direct his attention to changing his behavior as he interacts with other human beings.

3. Since no "model teacher" pattern has been developed, each teacher needs the freedom to develop his own unique style of teaching.

4. Only the teacher can change his teaching behavior.

5. When objective data about teaching is supplied to teachers, those who are trying to initiate change internally are more likely to make meaningful changes than those who are responding to exhortation or other outside pressure.[24]

Interaction Analysis Adapted to Videotape

The primary responsibility of the classroom teacher is to guide the learning activities of children. As he helps children to learn in the classroom, the teacher interacts with the children both as individuals and as a group. In the process of this interaction he influences the children, often without awareness of his behavior and its effect on the learning process. By studying his own behavior in a systematic objective manner, the teacher may gain insight into his behavior and his own pattern of influence. As he gains insight into his behavior, he may decide that he wants to change his behavior because he is not achieving what he thought he was achieving. The key to developing more effective classroom behavior is the opportunity to experiment with and practice desired communication skills.[25]

Feedback is an essential process in learning for the teacher who is trying to understand and improve his behavior. Programs organized for helping teachers to understand their

behavior and to plan behavior change must have provision for an effective feedback system.

The Flanders system of interaction analysis is concerned only with verbal behavior, "...primarily because it can be observed with higher reliability than can nonverbal behavior."[26] However, one can easily see that this system may readily be expanded to include non-verbal behavior as well, particularly with the use of the videotape recorder.

In the Flanders system of interaction analysis, all statements by the teacher are classified first as either direct or indirect. This classification gives central attention to the amount of freedom the teacher grants to the student. In a given situation, therefore, a teacher has a choice. He may be direct, minimizing the freedom of the student to respond, or he may be indirect, giving the student more freedom to answer. The teacher's choice, conscious or unconscious, depends upon his perception of the situation and the goals of the particular learning situation.[27]

In order to make total behavior or total interaction in the classroom meaningful, the Flanders system also provides for the categorizing of student talk. A third major section, that of silence or confusion, is included to account for time spent in behavior other than teacher talk or student talk.[28] All statements that occur in the classroom, then, are put in one of three major sections: (1) teacher talk, (2) student talk, (3) silence or confusion. A summary of the subdivisions of these three major sections, with brief definitions, can be found in Figure 3.

Figure 3

SUMMARY OF CATEGORIES FOR INTERACTION ANALYSIS

| | | |
|---|---|---|
| TEACHER TALK | INDIRECT INFLUENCE | 1. *ACCEPTS FEELING: accepts and clarifies the feeling tone of the students in a nonthreatening manner. Feelings may be positive or negative. Predicting and recalling feelings are included. |
| | | 2. *PRAISES OR ENCOURAGES: praises or encourages student action or behavior. Jokes that release tension, not at the expense of another individual, nodding head or saying "um hm?" or "go on" are included. |
| | | 3. *ACCEPTS OR USES IDEAS OF STUDENT: clarifying, building, or developing ideas or suggestions by a student. As teacher brings more of his own ideas into play, shift to category five. |
| | | 4. *ASKS QUESTIONS: asking a question about content or procedure with the intent that a student answer. |
| | DIRECT INFLUENCE | 5. *LECTURING: giving facts or opinions about content or procedure; expressing his own idea; asking rhetorical questions. |
| | | 6. *GIVING DIRECTIONS: directions, commands, or orders with which a student is expected to comply. |
| | | 7. *CRITICIZING OR JUSTIFYING AUTHORITY: statements intended to change student behavior from nonacceptable to acceptable pattern; bawling someone out; stating why the teacher is doing what he is doing, extreme self-reference. |
| STUDENT TALK | | 8. *STUDENT TALK-RESPONSE: talk by students in response to teacher. Teacher initiates the contract or solicits student statement. |
| | | 9. *STUDENT TALK-INITIATION: talk by students, which they initiate. If "calling on" student is only to indicate who may talk next, observer must decide whether student wanted to talk. If he did, use this category. |
| | | 10. *SILENCE OR CONFUSION: pauses, short periods of silence, and periods of confusion in which communication cannot be understood by the observer. |

Source: Edmund J. Amidon and Ned A. Flanders, The Role of the Teacher in the Classroom. Minneapolis: Paul S. Amidon & Associates, Inc., 1963, p. 12.

Before beginning to observe and categorize, it is best for the observer to spend five to ten minutes getting oriented to the situation. He then has a feeling for the total atmosphere in which the teacher and students are working. After he has begun to get the feeling of the classroom interaction, he begins to record the interaction, in the following method: Every three seconds the observer writes down the category number of the interaction he has just observed. He records these numbers in sequence in a column. He will write approximately twenty numbers per minute; thus, at the end of a period of time he will have several long columns of numbers. The observer preserves the sequence of numbers he has recorded. It is important to keep the tempo as steady as possible, but it is even more important to be accurate. He may also want to jot down notes in the margin from time to time; these notes may be used to further explain what has been happening in the classroom.[29]

The observer stops classifying whenever the classroom activity is changed so that observing is inappropriate, as when children are working in workbooks or doing silent reading. He will usually draw a line under the recorded numbers, make a note of the new activity, and resume recording when the total class discussion continues. At all times the observer notes the kind of class activity he is observing. The reading group in the elementary school is obviously different from a review of subject matter, supervised seat work, or introduction of new material. Such diverse activities may be expected to

show different types of teacher-student interaction, even when guided by the same teacher. A shift to new activity should always be noted.[30]

Interaction analysis is one effective way to supply teachers with objective and reliable data about their roles in the classroom. It is a procedure that may be used by outside observers or by the teacher himself utilizing the videotape recorder. As noted earlier, the Flanders system of interaction analysis lends itself well to the videotape recorder. This system may also be easily expanded to include non-verbal behavior.

Interaction analysis is a tool that can be of great use to a teacher in improving his role as a guide in the learning processes of his pupils. This system can give the teacher a way of gathering objective information about his own behavior in the classroom. The extent to which he uses this information in understanding more fully his own actions and in planning a change in his own role will be up to him. The teacher will gain the greatest value as he finds it possible to put forth the time and effort required.[31]

Student Teacher Self-Evaluation

Richard Bedics and Jeaninne Wegg studied the effects on student teachers in viewing their own behavior via videotape. The purpose of their study was to identify the factors in student teachers' self-evaluations of their classroom behavior.

The subjects were sixty-six student teachers in elementary education from a southeastern university. All subjects were female and had similar professional preparation. They were assigned to three groups of twenty-two subjects each. Group I served as an experimental group and received forty-eight hours of training in the analysis of teaching behavior. Each member of the group viewed videotape recordings of her teaching behavior three times during the student teaching experience. Group II served as a second experimental group; this group received no special training and viewed their teaching behavior three times during the student teaching experience. Group III, the control group, was videotaped only once, at the end of the student teaching, and this group received no special training. The training which Groups I and II received included instruction in the use of videotape equipment.[32]

The results of this study were significant. All of the student teachers involved in this study tended to look at: (1) themselves as people, (2) themselves as teachers, (3) their students, and (4) the teaching act itself. It was also found that experience in viewing videotaped recordings of their own teaching behavior was accompanied by a shift in the focus of the self-evaluative comments made by the student teachers. Those who had several opportunities to view themselves tended to move from concern about how they looked and acted to an increasing emphasis on the teaching act. This emphasis was slightly more pronounced if the teacher had been trained in

skills in the analysis of teacher behavior. However, the major influence seemed to be the videotape experience; it gave these student teachers the opportunity to view their classroom behavior as an outside observer.[33]

## Chapter 5

## SUMMARY AND CONCLUSIONS

The ego of a teacher is deeply involved in determining the direction of change in his teaching behavior. Principals and other outside observers pose a threat to the teacher; the mere fact that a teacher knows he is being evaluated affects his teaching behavior, and not always for the better. The threat of teacher evaluation must be removed if changes are to be made.

Improvement in teaching does not come with experience or with time. Improvement can only come from the teacher himself--he is the only one capable of making changes in his teaching behavior. No amount of pressure or coercion from outsiders can cause the teacher to make sincere improvements in his teaching behavior. The desire, too, to change must come from within the teacher.

Most teachers tend to be "disbelieving" when it comes to being evaluated by others. However, with the use of the videotape recorder, a teacher can actually see and hear exactly what he does and says in the classroom. A teacher can view these actions again and again, from different points of view and looking at different target behaviors. He can practice a given skill over and over until he has it perfected. The videotape recorder can aid the teacher in researching

different teaching methods and strategies; it also enables the teacher to view the results of his actions in terms of his goals and objectives. The teacher is provided with a totally objective view of what has transpired in his classroom, a view that can be seen any number of times by the teacher.

Phillip Ward sums it up well in saying: "There is value in the process of purposeful self-evaluation; teachers are not always conscious of their own needs."[34]

FOOTNOTES

[1]Richard A. Bedics and Jeaninne N. Webb, Measuring the Self-Evaluation of Teaching Behavior Through the Use of Video-Tape (Washington: U. S. Office of Education, 1971),p. 1.

[2]Ray H. Simpson, Teacher Self-Evaluation (New York: The MacMillan Company, 1966), p. 1.

[3]Phillip M. Ward, The Use of the Portable Videotape Recorder in Helping Teachers Self-Evaluate Their Teaching Behavior (Washington: U. S. Office of Education, 1970), p. 3.

[4]Simpson, op. cit., pp. 8-9.

[5]Ibid., p. 9.

[6]Ibid.

[7]Ibid.

[8]Ibid., p. 2.

[9]Paul M. Allen et al., Teacher Self-Appraisal: A Way of Looking Over Your Own Shoulder (Worthington, Ohio: Charles A. Jones Publishing Company, 1970), p. 25.

[10]Ibid., pp. 25-6.

[11]Ibid., p. 26.

[12]Ibid., pp. 26-7.

[13]Ibid., p. 27.

[14]Ibid.

[15]Ibid., pp. 27-8.

[16]Ibid., p. 28.

[17]Ward, op. cit., p. 28.

[18]Gene Mueller, "The Videotape for Self-Evaluation," Today's Education, LIX (January, 1970), p. 39.

[19]Ward, op. cit., pp. 29-30.

[20]Allen et al., op. cit., p. 2.

[21]Ibid., p. 28.

[22]Ibid., pp. 41-45.

[23]Ibid., p. 61.

[24]Robert Klabenes and Carl Spencer, "Video Inservice Program: Helpful Help for Classroom Teachers," Educational Technology, X (March, 1970), p. S21.

[25]Edmund J. Amiden and Ned A. Flanders, The Role of the Teacher in the Classroom (Minneapolis: Paul S. Amiden & Associates, Inc., 1963), p. 3.

[26]Ibid., p. 5.

[27]Ibid.

[28]Ibid., pp. 5-6.

[29]Ibid., p. 13.

[30]Ibid., pp. 13-4.

[31]Ibid., p. 63.

[32]Bedics and Webb, op. cit., p. 2.

[33]Ibid., p. 7.

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